

Anti-bullying Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Anti-Bullying Policy

Learning together in a changing world, creating success for all.

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our **“Shared Values and Aims”**.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s **“Rights Respecting School Award”** (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly **“Pupil Participation”** policy and our whole school **“Pupil Participation”** policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to **“Health and Well-being for Pupils”** policy and our whole school **“Health and Well-being”** policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to **“Inclusion”** policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission (2017)**. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

Introduction

At Trinity Fields and in line with our School Vision, our aim is to create a happy, friendly environment which ensures the well-being of all pupils. Such an environment will provide each individual with the opportunity to develop fully within a safe and caring atmosphere.

This policy should be read in conjunction with the following school policies/documents:

- School Vision and Aims;
- School Prospectus;
- Behaviour Management Policy, including Positive Pupil Handling;
- Health and Wellbeing Policy.

Principle

Like all schools, Trinity Fields is strongly against bullying in any form. Our staff team will always be alert to a child's distress over the behaviour, attitudes or actions of others, which could be regarded as bullying. Every instance of bullying will be thoroughly investigated.

What is bullying?

Bullying is the deliberate harassment or an aggressive act that causes hurt to another. The hurt can be either physical or psychological, inflicted by one child or a group.

How is bullying interpreted at Trinity Fields and how is it likely to manifest itself? Bullying is likely to be seen when:

- An individual is consistently picked upon through name calling, teasing, recognition of the constant reminder of a specific weakness or disability;
- Constant provoking leading to the prevention of a pupil fully participating in activities whether work or play;
- A pupil is being hit or kicked continually;
- Provoking another pupil into unacceptable behaviour;
- A child is purposely ignored by others of a group.

Regulations regarding bullying

Staff and Governors at Trinity Fields wish to make it clear to pupils and their parents/carers that:

“Bullying will not be tolerated in the school”.

We will make sure that all staff will be aware of our policy.

Our aim to combat bullying in the first instance will be a preventative one as it is agreed that “prevention is better than cure”. Pupils will be encouraged to develop an attitude of caring and consideration towards others, taking responsibility for the wellbeing of their fellow pupils and their needs. These attitudes will be emphasised especially through specific class projects and discussions in Assemblies, Religious Education as well as forming an explicit part of the PSE Policy and Scheme of Work. This is the ethos of our school and is encapsulated in the School Vision and Aims.

We must acknowledge however that because of their complex learning and communication difficulties many of our pupils it is very difficult to employ, across the board, such methods as explanations, discussions and/or role play as a preventative tool. It must also be realised that many of our pupils are unable to express their concerns and fears; this makes it even more important that as members of staff we are even more aware of pupils’ communication needs. It will be made clear to those pupils who can understand however, that bullying is not acceptable.

Responsibilities

All staff to be alert to signs of distress:

- obvious unhappiness, crying, anger etc;
- changes of behaviour;
- increasing absences;
- information about distress from other pupils, parents, bus staff;
- overheard unpleasant comments;
- witnessed physical aggression;
- perceived mocking attitudes.

Staff should:

- Respond to obvious ‘incident’ in a consistent manner e.g. expression of disapproval;
- Seek to offer reassurance to the ‘victim’;
- Find out information and reassure child;
- Talk with the offender(s) in a non-confrontational way;
- Record ‘incident’ on incident form;
- Remain observant and vigilant for any repetition of bullying.

Continual concerns must be discussed with one the senior leaders.

All Pupils

If you feel that you are being bullied or if someone is making you feel uncomfortable about coming to school you must tell someone about it or talk to your parents. You should also be a ‘sensible friend’ and if you are aware that bullying is happening to someone you know – tell someone.

THE KEY WORDS FOR PUPILS ARE **“TELL SOMEONE”**

THE KEY WORDS FOR STAFF ARE **“LISTEN AND TAKE ACTION”**

Guidelines

The Victim

- must be listened to, however trivial the complaint appears to be;
- must be given time to communicate what they want to say;
- must be involved in the discussion of strategies to tackle the problem;
- must feel safe and confident to report any further concerns;
- may need to be given longer term support to re-build their confidence or self-esteem possibly through their IEP;
- must be thought about and dealt with sensitively if it is being discussed or taught during a PSHE lesson.

The Perpetrator

- must be allowed to tell his/her story;
- must be encouraged to view his/her actions as bullying behaviour not as the actions of a bully;
- must be made to feel that while the staff member strongly disapproves of the action(s), s/he does not dislike the perpetrator;
- must not be made to feel further aggrieved at the victim but given every encouragement to see the events through the victims eyes;
- ideally should be involved in seeking a resolution;
- may need to be helped to express his/her concerns about relationships.

Parents/Carers

- If an incidence of bullying has resulted in marks or bruising a parent should be contacted; the normal way, **the identity** of the perpetrator should not be divulged.
- If the perpetrator has been involved in a number of bullying incidents parents should be informed and their active participation be tactfully sought.

General

- Few incidents of bullying are straightforward matters of good versus bad. Many ‘victims’ behave in a provoking way or in our setting may be attention seeking for adult attention. Every incident needs to be considered in the light of our knowledge of the children involved.
- Some forms of serious bullying will require sanctions in line with our behaviour management policy.
- Issues surrounding bullying and respecting differences are covered within the PSHE scheme of work from Foundation Phase through to Key Stage 4. Pupils also have the opportunity to raise concerns surrounding these issues during circle time activities, every day communication with class staff or during class or school council meetings– i.e. how can we make everyone feel part of our school and respect them for who they are?
- Issues around bullying and how to respect differences and similarities in others are taught through a variety of termly themes across all key stages.
- Staff should also be aware that their reaction to bullying could constitute bullying itself.

Behaviour should be given the same consideration as learning difficulties and will require the development of learning strategies to develop more acceptable behaviour. It may be necessary to look at the individual's needs and consider whether a Positive Handling Plan needs to be developed.

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of Review: Autumn 2020		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.